

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



Rogers International School Stamford School District

203-977-4560 • <http://www.rogersmagnetschool.org/>

School Information

Grade Range **K-8**
Enrollment **804**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	417	51.9	48.4
Male	387	48.1	51.6
American Indian	*	*	*
Asian	47	5.8	8.5
Black or African American	87	10.8	19.3
Hispanic or Latino	297	36.9	37.4
Pacific Islander	0	0.0	*
White	358	44.5	33.6
Two or More Races	*	*	1.1
English Language Learners	78	9.7	11.9
Eligible for Free or Reduced-Price Meals	325	40.4	48.4
Students with Disabilities ¹	54	6.7	10.6

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	10	2.4	*	*
Male	20	5.2	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino	12	4.1	0	0.0
White	15	4.3	*	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	14	4.2	*	*
Students with Disabilities	*	*	0	0.0
School	30	3.8	*	*
District		10.0		3.0

Number of students in 2012-13 qualified as truant under state statute: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	53.6
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
Asian	4	6.0	1.9
Black or African American	4	6.0	6.4
Hispanic	6	9.0	5.7
Native American	0	0.0	0.3
White	53	79.1	85.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2012-13

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	5.7	6.4

Instruction and Resources

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	961
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:45 AM
End Time	03:30 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	18	90.0
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
School	36	76.5
District		60.7

³Ages 6-21

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Performance

School Performance Index (SPI)

A School Performance Index (SPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 88 because in a district with a SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	SPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	SPI	Target	Achieved	
Black or African American	68.6	67.3	66.9	60.5	.	.			
Hispanic or Latino	74.8	72.8	72.2	71.4	.	.			
English Language Learners	62.5	56.8	52.7	51.6	.	.			
Eligible for Free or Reduced-Price Meals	72.0	68.3	68.0	66.1	.	.			
Students with Disabilities	52.1	54.6	47.1	46.1	.	.			
High Needs	72.3	68.7	67.9	65.8	.	.			
School	81.9	80.7	80.4	79.8	.	.			

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	88.2	95.7	97.4	.	256	93.8
Curl Up	76.5	80.9	93.5	.	256	83.2
Push Up	75.3	75.5	64.9	.	256	72.3
Mile Run/PACER	61.2	48.9	42.9	.	256	51.2
All Tests - School	35.3	35.1	35.1	.	256	35.2
All Tests - District	35.3	43.5	37.5	38.8		38.7

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.